



## **Cambridge National**

### **Sport Studies**

**R051/01:** Contemporary issues in sport

Level 1/2 Cambridge National Certificate/Award

### **Mark Scheme for June 2019**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Annotations in scoris**

The following annotations are available:

- ✓ = correct response
- ✗ = incorrect response
- BOD** = Benefit of doubt
- IRRL** = Irrelevant
- REP** = Repetition
- VG** = Vague
- ? = Unclear
- L1** = Level 1
- L2** = Level 2
- L3** = Level 3

**[The following questions should be annotated with ticks to show where marks have been awarded in the body of the text question 16-25]**

Question	Answer	Marks	Guidance
1. (a)	<p><b>Four marks from:</b></p> <ol style="list-style-type: none"> <li>1. Lack of money/disposable income</li> <li>2. Lack of transport</li> <li>3. Lack of time due to school work/examination/ part-time work</li> <li>4. Expense of equipment/participation charge/cost</li> <li>5. No suitable programmed sessions/suitable activities/provision</li> <li>6. Lack of awareness of facility/activity provision</li> <li>7. Alternative leisure interests.</li> <li>8. Unsuitable timing of activities</li> <li>9. Lack of role models</li> <li>10. Poor body image/lack of confidence/low self-esteem</li> <li>11. Peer Pressure/friends may not participate</li> <li>12. Lack of motivation/interest in sport/ can't be bothered</li> </ol>	<b>[4]</b>	<p>1 mark for each correct answer</p> <p>Do not accept money / transport on their own Lack of accessibility = vg Do not accept 'Lack of time' on its own.</p> <p>Lack of awareness must be qualified</p>
1. (b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Subsidise pricing / concessions of activities/sessions</li> <li>2. Arrange transport with friend/ family</li> <li>3. Provide alternative timings for sessions/(additional) extra-curricular sessions/ weekends</li> <li>4. Promotion / advertising to increase awareness/</li> <li>5. Use role models</li> <li>6. Same gender sessions/sports</li> </ol>	<b>[2]</b>	<p>BOD – provide transport. DNA – subsidised transport</p> <p>BOD – relevant initiative e.g 'This Girl Can'</p>

<p><b>2. (a)</b></p>	<p><b>Two marks (1 mark from each area) from:</b></p> <p><b>Cost</b></p> <ol style="list-style-type: none"> <li>1. Lack of money/lack of disposable income/pension only income/can't afford it</li> <li>2. May not work/don't work full time</li> <li>3. Activity/Equipment/ membership too expensive</li> </ol> <p><b>Provision</b></p> <ol style="list-style-type: none"> <li>4. Lack of facilities in the local area</li> <li>5. Limited number of suitable sessions/no over 50s sessions</li> <li>6. Lack of <b>awareness</b> of provision</li> </ol>	<p><b>[2]</b></p>	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = vg</p> <p>DNA – Lack of provision</p> <p>DNA ref to access re disability</p>
<p><b>2. (b)</b></p>	<p><b>Two marks (1 mark from each area) from:</b></p> <p><b>Cost</b></p> <ol style="list-style-type: none"> <li>1. Free/subsidised <b>sessions</b></li> <li>2. Provide free/subsidised <b>transport</b></li> <li>3. Provide free/subsidised <b>equipment</b></li> </ol> <p><b>Provision</b></p> <ol style="list-style-type: none"> <li>4. Provide transport</li> <li>5. Provide additional sessions/ Over 50 only sessions</li> <li>6. Targeted promotion/ advertising of sessions</li> </ol>	<p><b>[2]</b></p>	<p>One mark for each correct answer.</p> <p>Description needed. One word answers = VG</p> <p>Reduced cost on its own = VG</p> <p>Emphasis on <b>cost</b>, do not accept 'provide transport/equipment'</p>
<p><b>3. (a)</b></p>	<p><b>One mark for:</b></p> <p><b>(d)</b> A new sport in the UK that has seen increased participation rates in recent years</p>	<p><b>[1]</b></p>	

3. (b)	<b>1 marks from:</b> <ol style="list-style-type: none"> <li>1. Ultimate Frisbee</li> <li>2. American Football</li> <li>3. Lacrosse</li> <li>4. Parkour</li> <li>5. Softball / baseball</li> <li>6. Foot Golf</li> <li>7. Handball</li> <li>8. Futsal</li> <li>9. Walking football/ netball</li> </ol>	<b>[1]</b>	Accept any other suitable examples
4	(c) Respect	<b>[1]</b>	
5 (a)	<b>Two marks from:</b> <ol style="list-style-type: none"> <li>1. Shaking hands with your opponent before/after a match</li> <li>2. Congratulating your opponent if they win/play a good shot/ applauding opponents</li> <li>3. Calling a ball out/in if it is outside the line/ admitting to a foul</li> <li>4. Stopping play when someone is injured/kicking the ball out of play when someone injured</li> <li>5. Apologising when you hit the net but win the point</li> </ol>	<b>[2]</b>	One mark for each correct answer. Accept any other relevant examples REP – help opponent up after injury Examples must refer to the performers not the spectators
5 (b)	<b>Three marks from:</b> <ol style="list-style-type: none"> <li>1. Ensures fairness for all participants/ fair play</li> <li>2. Allow others to perform to the best of their ability</li> <li>3. Safety of participants</li> <li>4. Improves reputation / appeal / entertainment value of a <b>sport</b></li> <li>5. Creates positive role models/ to set a good example/ increase performer's reputation</li> <li>6. Promotes sporting values</li> </ol>	<b>[3]</b>	Do not accept the converse  BOD – be respected by opponents/crowd  Accepts suitable example of sporting values (e.g. promotion of team spirit/fair play/citizenship/tolerance and respect/inclusion/national pride and excellence)

<p><b>6</b></p>	<p><b>Three marks for factors and three marks for descriptions from:</b></p> <ol style="list-style-type: none"> <li>1. <b>Provision</b></li> <li>2. Increased number of cycling clubs/many towns/cities have cycling tracks and cycling lanes on roads/paths</li> <li>3. <b>Media coverage</b></li> <li>4. Increase media coverage has resulted in greater awareness/participation</li> <li>5. <b>Role models</b></li> <li>6. People aspire to emulate role model (increases participation)</li> <li>7. (Social) <b>acceptability</b></li> <li>8. Cycling is socially acceptable, so more people will participate</li> <li>9. <b>Participation</b></li> <li>10. All users groups can access cycling/ inclusivity of cycling</li> <li>11. <b>Environment/climate</b></li> <li>12. Cycling can be done in any weather, so more people will participate</li> <li>13. <b>Spectatorship</b></li> <li>14. Many opportunities to spectate cycling increases popularity</li> </ol>	<p><b>[6]</b></p>	<p>Accept the converse</p> <p>Description marks (even numbers) <b>cannot</b> be awarded without correct factor (odd numbers)</p> <p>Factors (odd numbers) <b>can</b> be awarded without description (even numbers)</p> <p>DNA – weather</p>
<p><b>7</b></p>	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. (UEFA) Champions League Final</li> <li>2. (UEFA) Europa League Final</li> <li>3. European Rugby Champions Cup Final</li> <li>4. British Open Golf</li> <li>5. Davis Cup Tennis</li> <li>6. Superbowl</li> </ol>	<p><b>[3]</b></p>	<p>One mark for each correct answer.</p> <p>Accept any other relevant examples</p>

8	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. Ethnic minorities</li> <li>2. Families with young children</li> <li>3. Single parents</li> <li>4. Children</li> <li>5. Disabled</li> <li>6. Unemployed/ economically disadvantaged</li> <li>7. Working singles or couple</li> </ol>	[3]	<p>Must have specific named user groups</p> <p>Families/ parents = VG</p> <p>Teenagers and Over 50s/ retired people = REP</p>
9	<p><b>One mark for each correctly placed term:</b></p> <ol style="list-style-type: none"> <li>1. Win</li> <li>2. Take part</li> <li>3. Struggle</li> <li>4. Conquered</li> </ol> <p>“The most important thing is not to <b>win</b> but to <b>take part</b>, just as the most important thing in life is not the triumph but the <b>struggle</b>. The essential thing is not to have <b>conquered</b>, but to have fought well.”</p>	[4]	
10 (a)	<p><b>Three marks from:</b></p> <ol style="list-style-type: none"> <li>1. To gain an advantage/to win/improve performance</li> <li>2. They perceive everyone else is doing it (and will not win without taking drugs)</li> <li>3. <b>Pressure</b> from team mates/coaches/peers</li> <li>4. <b>Pressure</b> to succeed from media/spectators/country</li> <li>5. Financial rewards of winning</li> <li>6. Because of health conditions/issues/recover from injury</li> </ol>	[3]	<p>One mark for each correct answer.</p> <p>Accept a named component of fitness once</p> <p>BOD – pressure from family/friends          Pressure from others/individual/self = VG          BOD win prizes/gain titles/ win medals</p>



10 (b)	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Damage to reputation of the <b>sport</b>/mistrust of results</li> <li>2. Reduced income for the <b>sport</b>/reduced sponsorship for the <b>sport</b></li> <li>3. Negative media coverage</li> <li>4. Young athletes not taking up the <b>sport</b>/decrease in participation or popularity of the <b>sport</b></li> </ol>	[2]	Responses must relate to the <b>sport</b> not the performer
11	<p><b>Two marks from:</b></p> <ol style="list-style-type: none"> <li>1. Use media coverage/use social media platforms</li> <li>2. Organise competitions and tournaments/organise league</li> <li>3. Provide funding to clubs</li> <li>4. Provide resources/ guidance on coaching/coaching awards</li> <li>5. Supply advice on facilities/funding sources</li> <li>6. Provide officials/training officials</li> <li>7. Provide information about contact details for local clubs</li> <li>8. Provide schemes/initiatives in schools/communities</li> </ol>	[2]	<p>One mark for each correct answer.</p> <p>BOD – advertising but must ref to NGB not local clubs  VG – local club putting a poster up in the local leisure centre  Accept – England Netball advertising the ‘Back to Netball’ scheme (or alternative)</p> <p>Initiative must be related to NGB and increasing participation/popularity of sport</p>

<p><b>12</b></p>	<p><b>One mark awarded for each correct response (for each effect):</b></p> <p><b>Positive financial effect:</b></p> <ol style="list-style-type: none"> <li>1. Jobs are created/increase employment</li> <li>2. Increase investment (in area/facilities)/bring more money to country/more funds</li> <li>3. Commercial benefits/ money from sponsor/ external investment</li> <li>4. Increase in tourism.</li> <li>5. Boost to local businesses/economy</li> </ol> <p><b>Negative financial effect:</b></p> <ol style="list-style-type: none"> <li>6. Jobs are only temporary</li> <li>7. Country may not be able to afford to host an event</li> <li>8. It may cost more to run the event than it generates in revenue/puts country into debt</li> <li>9. Bidding process is expensive (and diverts money from other areas)</li> <li>10. Benefits (such as tourism) are mainly local and do not extend to other areas of the country</li> </ol> <p><b>Positive effect on facilities:</b></p> <ol style="list-style-type: none"> <li>11. New sporting facilities may be built / developed</li> <li>12. Facilities can be used by local population after the event</li> </ol> <p><b>Negative effect on facilities:</b></p> <ol style="list-style-type: none"> <li>13. Facilities may not be used after the events</li> </ol>		<p>Only award <b>one</b> mark for each effect.</p> <p>BOD – Ticket sales Tourism = VG</p> <p>Cost a lot = VG</p>
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	<p><b>Positive Social effect:</b></p> <p>14. Improved status of the country/ shop window effect  15. Increase national pride / improved morale  16. Understanding of other cultures /friendship between nations.</p> <p><b>Negative Social effect:</b></p> <p>17. Negative impact on country's status if event is poorly organised  18. Negative impact if national team do not succeed  19. Increase risk of terrorism/crime  20. Overcrowding / increase in traffic/pollution/litter  21. Can cause division in the country if only one area benefits</p>		
<b>13</b>	<p><b>Three marks from:</b></p> <p>1. Government grants  2. Lottery funding  3. Fund raising events  4. Merchandising  5. Private donations  6. Income from media/sponsorship/advertising revenues  7. Membership/national affiliation fees/match fees  8. Admission charges</p>	<b>[6]</b>	<p>One mark for each correct answer.</p> <p>BOD grants/ government funding  Government on its own = VG  'Fund raising' on its own = VG</p> <p>BOD Advertising/adverts</p>
<b>14</b>	<p><b>Two marks from:</b></p> <p>1. Develop competition/league/tournament structure  2. Rule-making and disciplinary procedures  3. Provides guidelines/support/insurance to members  4. Provide a national directive and vision</p>	<b>[3]</b>	<p>One mark for each correct answer.</p> <p>BOD – organise matches</p> <p>REP – assist with the development of facilities</p>
		<b>[2]</b>	

<p>15.</p>	<p><b><u>Levels of response</u></b></p> <p><b>Level 3 (7-8 marks)</b> A comprehensive response:</p> <ul style="list-style-type: none"> <li>- shows detailed knowledge and understanding</li> <li>- makes many points, many of which are well developed.</li> <li>- is well structured and consistently uses appropriate terminology.</li> <li>- there are few if any errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 2 (4-6 marks)</b> A competent response:</p> <ul style="list-style-type: none"> <li>- shows good knowledge and understanding.</li> <li>- makes some valid points a few of which may be developed.</li> <li>- is reasonably well structured and uses some appropriate terminology.</li> <li>- there are occasional errors in grammar, punctuation and spelling.</li> </ul> <p><b>Level 1 (1-3 marks)</b> A basic response:</p> <ul style="list-style-type: none"> <li>- shows limited knowledge and understanding.</li> <li>- makes some basic points which are rarely developed.</li> <li>- has limited coherence and structure with little or no use of appropriate terminology.</li> <li>- errors in grammar, punctuation and spelling may be noticeable and intrusive.</li> </ul> <p><b>0 = nil response or no response worthy of credit.</b></p>	<p>[8]</p>	<p>Differentiating between levels look for:</p> <p><b>Level 3 (7-8 marks)</b></p> <p>At the top of the level candidates show a well-developed understanding of the values promoted through participation/ involvement in sport</p> <p>At the top of this level candidates are able to give at least <b>four knowledge</b> points and <b>three developments</b>, with examples, linked to a range of values promoted through sport.</p> <p><b>Level 2 (4-6 marks)</b></p> <p>At the top of the level candidates will show a good understanding of the values promoted through participation/ involvement in sport</p> <p>At the top of this level candidates are able to give at least <b>three knowledge</b> points, <b>two developments</b> and two examples linked to the values promoted through sport.</p> <p>Maximum mark accessible without examples = 5</p> <p><b>Level 1 (1-3 marks)</b></p> <p>Basic understanding that sport promotes positive values.</p> <p>At the top of this level candidates will be able to give at least <b>two</b> knowledge points and <b>one</b> development.</p> <p>Candidates may just list the values promoted through sport</p> <p>Limited or no examples used</p> <p><b>Always indicate the level at the end of the response.</b></p>
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	<p><b>Indicative content</b> Candidate responses are likely to include: (relevant responses not listed should be acknowledged) <b>Numbered points</b> = knowledge / understanding <b>Bullet points</b> = likely to be development of knowledge</p> <p><b>1. Team spirit</b></p> <ul style="list-style-type: none"> <li>• Learning how to work together e.g. team building during pre-season</li> <li>• Supporting other members of a team e.g. cheering for your team mates (when you are not involved in the competition)</li> <li>• working towards a common goal e.g. trying to win a cup final</li> </ul> <p><b>2. Fair Play</b></p> <ul style="list-style-type: none"> <li>• Learning/ show the importance of adhering to rules e.g. taking a penalty drop in golf</li> <li>• Ensuring you are fair to others while playing sport e.g. not taking performance-enhancing drugs</li> <li>• Ensures the safety of participants e.g. not punching below the belt in boxing e.g. no high tackle in rugby</li> </ul> <p><b>3. Tolerance and Respect</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of different countries and cultures/ making friends from different backgrounds e.g. making friends at international events</li> <li>• Being accepting of other (from different cultures) e.g. sport brings communities together</li> </ul>		<p>BOD Tolerance or respect</p>
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	<p><b>4. Inclusion</b></p> <ul style="list-style-type: none"><li>• Allows underrepresented groups to participate in all sports e.g. Asian females playing football</li><li>• Allows participants from different backgrounds/user groups e.g. setting up a wheelchair session at the local basketball club</li><li>• Initiatives aimed at increasing participation rates e.g. This girl can (Sport England)</li></ul> <p><b>5. National Pride</b></p> <ul style="list-style-type: none"><li>• Supporters and performers uniting behind country at international events e.g. increase morale during World Cup</li><li>• Performers being proud to represent their country e.g. singing the national anthem</li></ul> <p><b>6. Excellence</b></p> <ul style="list-style-type: none"><li>• Striving to be the best you can be e.g. Setting a personal best e.g. Trying to win, regardless of the opponent.</li><li>• Dedication/commitment to sport e.g. following training programme/lifestyle changes</li></ul>		Accept any relevant initiative
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**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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